

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**Name of Principal Mrs. Mary Beth Kropp  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)Official School Name Foulks Ranch Elementary School  
(As it should appear in the official records)School Mailing Address 6211 Laguna Park Drive  
(If address is P.O. Box, also include street address)

<u>Elk Grove</u>	<u>California</u>	<u>95758-4852</u>
City	State	Zip Code+4 (9 digits total)

Tel. ( 916 ) 684-8177 Fax ( 916 ) 684-0533Website/URL www.egusd.k12.ca.us/foulksranch E-mail mmkropp@edcenter.egusd.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date February 6, 2004Name of Superintendent Mr. Dave Gordon  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)District Name: Elk Grove Unified School District Tel. (916)686-7700

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date: February 6, 2004Name of School Board  
President/Chairperson Mrs. Priscilla Cox  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date February 6, 2004

## **PART I - ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
 

<u>33</u>	Elementary schools
<u>6</u>	Middle schools
<u>    </u>	Junior high schools
<u>6</u>	High schools
<u>10</u>	Other (Briefly explain)
	Preschools, Continuation High Schools
<u>55</u>	TOTAL
  
2. District Per Pupil Expenditure: \$6,707
  
- Average State Per Pupil Expenditure: \$6,719

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
 

<input type="checkbox"/>	Urban or large central city
<input type="checkbox"/>	Suburban school with characteristics typical of an urban area
<input checked="" type="checkbox"/>	Suburban
<input type="checkbox"/>	Small city or town in a rural area
<input type="checkbox"/>	Rural
  
4. 4 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
  
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
<b>K</b>	86	70	<b>156</b>		<b>7</b>			
<b>1</b>	85	64	<b>149</b>		<b>8</b>			
<b>2</b>	83	77	<b>160</b>		<b>9</b>			
<b>3</b>	92	68	<b>160</b>		<b>10</b>			
<b>4</b>	85	75	<b>160</b>		<b>11</b>			
<b>5</b>	85	85	<b>170</b>		<b>12</b>			
<b>6</b>	92	78	<b>170</b>		Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →								<b>1125</b>

6. Racial/ethnic composition of the students in the school:
- |   |
|---|
| <u>61.6</u> % White                           |
| <u>9.6</u> % Black or African American        |
| <u>13.3</u> % Hispanic or Latino              |
| <u>14.6</u> % Asian/Pacific Islander/Filipino |
| <u>0.9</u> % American Indian/Alaskan Native   |
| <b>100% Total</b>                             |

7. Student turnover, or mobility rate, during the past year: 12%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	81
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	56
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	137
(4)	Total number of students in the school as of October 1	1,116
(5)	Subtotal in row (3) divided by total in row (4)	.1227
(6)	Amount in row (5) multiplied by 100	12.28

8. Limited English Proficient students in the school: 6%  
67 Total Number Limited English Proficient

Number of languages represented: 17

Specify languages: Spanish, Vietnamese, Hmong, Cantonese, Punjabi, Hindi, Filipino, Farsi, Urdu, Arabic, Korean, Mandarin, Japanese, German, Italian, Somali, Telugu

9. Students eligible for free/reduced-priced meals: 8%

89 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7 %  
75 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>6</u> Autism	<u>1</u> Orthopedic Impairment
<u>    </u> Deafness	<u>3</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>36</u> Specific Learning Disability
<u>    </u> Hearing Impairment	<u>26</u> Speech or Language Impairment
<u>3</u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>    </u> Multiple Disabilities	<u>    </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>2</u>	<u>    </u>
Classroom teachers	<u>44</u>	<u>6</u>
Special resource teachers/specialists (Special Education + Specialists)	<u>8</u>	<u>2</u>
Paraprofessionals	<u>    </u>	<u>15</u>
Support staff	<u>6</u>	<u>4</u>
Total number	<u>60</u>	<u>28</u>

12. Average school student-“classroom teacher” ratio: 20:1 in Grades K-3; 34:1 in Grades 4-6
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.31	96.13	96.23	96.75	96.38
Daily teacher attendance	97%	97.5%	97%	97%	N/A
Teacher turnover rate	2%	4%	8%	20%	8%
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

## PART III - SUMMARY

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### Foulks Ranch Elementary School

Foulks Ranch Elementary School is a large year round school located just south of Sacramento, CA in the community of Elk Grove. In 2001, Foulks Ranch staff and families crafted a mission statement reflecting the atmosphere that enfolds our 1120 students each day. Simply:

The Foulks Ranch community, consisting of students, staff, and families, has the shared responsibility to:

- Instill essential skills necessary for EACH student to experience academic and social success,
- Provide a safe and nurturing environment that fosters responsible citizenship,
- Model and develop respect for diversity while recognizing commonality.

Focus on the individual has been important as our school community evolves. EACH CHILD has the opportunity to be successful; to receive the “personal touch” from our staff, to travel the avenue to success.

This “personal touch” begins anew each morning. The campus buzzes to life as students arrive. Children are greeted by staff members at crosswalks, bus zones, and around the campus. Parents are everywhere; walking groups of children to school, calling greetings, lending a hand. Our student body is large, yet all faces receive the recognition they deserve.

By first bell, everyone is in his or her seat, smiling and ready – learning happens all day long! Each day spins a web of activity, weaving curriculum with social skills and fun. Final bell rings too soon. As staff members see students safely through the crosswalks, everyone is already looking forward to tomorrow!

Foulks Ranch Elementary has maintained a history of high achievement since it opened in 1988. A gifted staff and unprecedented parent participation have enabled our growth to soar over the last 3 years. This success comes from meeting each child where he “arrives,” then taking him as far as he can go. Despite sharp reductions to budgets and resources, students receive a wide spectrum of support that keeps their progress well above State expectations. Staff teams up - at grade levels, across grades, and with resource teachers and specialists to plan programs for each student. From early intervention to acceleration, students are treated with the highest optimism. Foulks Ranch provides students with a positive environment, a safe place to take academic risks.

No child is left behind, and teachers work early, late, through recess and lunch to go that extra mile. Mentor and character education programs help children discover the tools necessary to live a compassionate and productive life far beyond the school gates. Teachers cooperate to create a seamless curriculum that is articulated throughout each grade level. Individual classrooms are not islands, rather part of a schoolwide sea of activity that buoys our children to the top.

Foulks Ranch is a child-centered environment with high expectations for success. We focus on standards, research-based techniques, and boundless energy to get the job done. Our energy flows directly to our students. We work cooperatively to create a place for our children to learn. As our school song claims – “reading, writing, doing math and science... you just can’t hide your Foulks Ranch Pride!”

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### 1. ASSESSMENT RESULTS

In 1997, the State of California authorized the Standardized Testing and Reporting (STAR) program. Each spring, students at Foulks Ranch and throughout California participate in STAR. This program was first delivered to Foulks Ranch students in 1998 via the Stanford 9 (SAT/9). This test was a nationally norm-referenced multiple choice achievement test. The California Achievement Test, Sixth Edition (CAT/6), replaced the SAT/9 in 2003. Students in grades 2 - 11 are tested in reading, language (written expression) and mathematics. Students in grades 2 - 8 are also tested in spelling.

The State initiated additional language arts and mathematics evaluations in 1999. Now known as the California Standards Test (CST), the program includes writing assessments for grades 4 and 7. The CST measures each student's grade-level skills and knowledge as required by the California Academic Content Standards. The SAT/9 (used from 1998-2002) and the CAT/6 (used beginning in 2003) measures the achievement of each student compared to a national sample of students tested in the same grade at the same time of the school year.

Another component of the STAR program is the Academic Performance Index (API). The API measures both the academic performance and the ongoing growth of our schools. It is a numeric index that ranges from a low of 200 to a high of 1000. The statewide API target for all schools is 800.

Foulks Ranch students have continued to improve our STAR performance. In 1999, our scores created an API of 780. While this fell on the higher end of the State spectrum, we earned a similar schools rank of "4". With our work cut out for us, the staff began analyzing the test data and implemented strategies that have lead to our success. By 2002, our similar schools rank rose to an "8." Although California schools scoring over 800 are expected to merely to maintain this level of performance, Foulks Ranch soared 23 points to an API of 878 during the last school year as we eagerly await our similar schools rank for this school year. While our API offers an impressive "whole school" picture, the performance of our individual students is inspirational. Students often experience large jumps in their scores as a result of their learning plans. Students, particularly those new to the school, see test scores jump from Far Below Basic range to Basic and Proficient levels.

The API represents the overall picture of the school, but the actual results of the STAR program are equally impressive. State scores for the nationally-normed section of the STAR program using the CAT/6 for 2<sup>nd</sup> – 6<sup>th</sup> grade students above the 50% on the test in reading average 40%, while students at Foulks Ranch score 72%. In math, 79% of students scored above the 50% level at Foulks Ranch, while the average in the State was 51%.

The STAR program has shifted its emphasis for the API from the nationally normed test to more weight given to the California Standards Test (CST) in recent years. Our goal at Foulks Ranch is to ensure that all children are scoring in the proficient to advanced ranges. In 2003, 71% of our students reached this level compared to 36% in the State in Reading/Language Arts. Similarly, 72% of our students reached this level in Math, while 42% of the students in the State reached the same level.

Students of all backgrounds stand an equal chance of succeeding on STAR, especially when they are able to experience the "individualized" approach to learning for their elementary years. Based on all our testing results provided in the attachments, students at Foulks Ranch are delivered a consistent education that exceeds the standards set by our State. The students continue to show progress in all areas and we expect the same results in the years to come.

## 2. USING ASSESSMENT DATA

Foulks Ranch utilizes a comprehensive, tri-level assessment plan to monitor the progress of our students in Reading/Language Arts and Math. Since our school is a year round school with a short break in between school years, we use assessment data from the end of one school year to pass on to next year's teacher even before the last day of school. Within the first two weeks of the new school year, classroom teachers assess any new students and begin analyzing data from our site assessment plan. The site plan contains comprehensive pre-assessments for Reading and Math. From there, teachers, administrators, and Support Team analyze the assessments in our Co-Op Process.

Phase Two of our plan utilizes STAR assessment results once we receive them to further identify curricular and student needs. Staff members participate in all school and grade level meetings to begin a group analysis of our results by school and by grade. We compare STAR results to the results of classroom pre-assessments, and set out to create action plans and goals for identified areas. The Elk Grove Unified School District has created the Curriculum Standards Review Exam (CSRE), which has been aligned to State standards in both Reading/Language Arts and Math. Teachers use individual and class profiles to compare the results and align them to the first two components. The end result is a standards-aligned prescriptive plan for each child that is updated and reviewed regularly.

In addition to individual student plans, the teachers set personal class goals, grade level goals, and school goals based on the outcome of our assessment plan. STAR and CSRE data is compared to classroom data to define our strengths and weaknesses. The grade and school goals become the focus of staff development for the year as well as the topics for grade level and cross grade level meetings.

## 3. COMMUNICATING STUDENT PERFORMANCE

Close partnership among staff, students and parents provides many avenues for communication. E-mail, phone calls, conferences, and grade reports fly back and forth. Upper-grade students lead parent-teacher conferences, allowing each child to take responsibility for success at an early age. Some teachers post grades and assignments on-line, allowing parents and students to access daily lessons over the Internet. The local newspapers are a great resource for Foulks Ranch families, publishing articles and program results with our community.

Parents receive comprehensive information through a monthly letter mailed to each family. Our comprehensive EGUSD and school web sites include links that enable parents to examine and compare test results and other data by school, district, and state.

Parents are welcomed to Back to School Night with a group meeting sharing our school's goals for the year. At Open House our principal delivers the annual "State of the School" address. Wonderful opportunities to share our successes, these events are also key in soliciting parent support. Our active PTA and School Site Councils discuss student performance and support at each meeting. The PTA provides daily agendas to students in First-Sixth grade, which are completed at school and shared at home each night. This offers even the busiest parent the opportunity to participate in every school day.

Throughout the school year, teachers and students prioritize and set individual goals. Prior to our State STAR test in the Spring, each child in First-Sixth grade meet with the principal, vice principal, support team and District office officials to discuss their "STAR GOAL." Students write their goal on a star and are rewarded for accomplishing their goal. Students learn that, like a star, goals are made up of many points. These points can include study habits, focusing and checking work, slowing down and re-reading directions prior to choosing answers.



#### 4. SHARING SUCCESSES

Foulks Ranch staff maintains a strong relationship with our neighboring schools. We believe in leading by example, sharing ideas and strategies with those who have a common goal. Being a large district, Elk Grove USD has utilized “its own” as resources to train other teachers. Foulks Ranch teachers are BTSA support providers, master teachers for our Teacher Education Institute that trains student teachers, key players in vertical K-12 teams for Math, and participate in many collaborative forums throughout the district.

Our teachers have created and shared standards-aligned curriculum for integrating Science into technology, enhancing our reading/language arts programs through research-based best practices, and enhancing our math program. Our staff has created and shared a plan for accelerated learners that help teachers address students exceeding grade level standards through differentiated instruction. They are masterfully resourceful teachers who use educator networks to strengthen our programs and build a collaborative team throughout Elk Grove.

Through a series of quiet successes, our Learning Center has become a model site for our district, often hosting educators from across California. Our teachers participate in District training of trainers in both language arts and math and are often present at District workshops. We partner with neighborhood preschools to help them better prepare our future students for the rigors of Foulks Ranch, and the Sixth Grade team meets with our two feeder Middle Schools to better prepare our students for their programs. Our administrators work with a cohort of administrators and share successful practices.

## PART V – CURRICULUM AND INSTRUCTION

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### 1. CURRICULUM

California Frameworks in Reading/Language Arts and Math provide the *blueprint* for our students’ enriching day: sharing best practices with each other provide us the *key* to our students’ enriching day. The Elk Grove Unified School District has adopted rigorous standards in Reading/Language Arts, Math, Science, and History/Social Science. Foulks Ranch teacher-teams weave subjects together, keeping the focus on standards. We coordinate lessons to provide similar grade-level experiences across-tracks. This practice ensures students a smooth transition from year to year.

**Reading/Language Arts:** All grade levels utilize the Open Court 2000 series, and curriculum includes systematic and explicit instruction for encoding and decoding language acquisition. Curriculum is supplemented as needed to help students meet grade-level standards. Standards and benchmarks are aligned with activities. Each class offers “workshop” periods each day. During this “flex time,” students can complete independent projects, or receive individual help on specific concepts in reading and writing.

**Mathematics:** For the 2000-2001 school year, EGUSD adopted the Scott-Foresman Math series, chosen especially for its alignment to California standards. Our part-time Math Coach provided guidance during the implementation to support the alignment to standards, offering our teachers emphatic support in Math. Bimonthly grade-level meetings join teachers and grade-level coaches together for discussion and idea sharing. Our accelerated students particularly enjoy the challenge of the program and its extensions. Computer-generated *Accelerated Math* is used in 4<sup>th</sup> through 6th grade classrooms for students who demonstrate mastery. An extended day class is offered to those students who are ready for the rigors of Algebra. For the past 3 years, our school has produced the highest number of 6th grade students passing the EGUSD 7th Grade Algebra Placement Test.

**Science/Technology:** At Foulks Ranch, our Resource teachers currently provide “Prep” periods for the

classroom teachers. Our gifted Resource team has created a curriculum that is perfectly aligned with California's rigorous Science standards. Each child in grades 1-6 receives 4, 45-minute periods of Science/Technology each week. The program has been designed to incorporate Reading, Math and Science Standards and Technology expectations for each grade level. Our Resource team reviewed both *Science Content Standards for California Public Schools* and our District's Science standards, aligning a continual curriculum by grade with themes for each of the science disciplines: physical, earth, and life. Science knowledge is extended to the computer lab using a variety of activities ranging from basic keyboarding to multi-media presentations.

**History/Social Science:** All students receive instruction in civic values and history through a variety of approaches. The Open Court series offers stories that incorporate history and culture into our Language Arts program. Teachers integrate historical themes into reading lessons and make real world connections through field trips that bring the themes alive. Students are encouraged to share their personal experiences and knowledge on these subjects.

**Physical Education/Health:** In 2001, our staff chose to focus on the development of an articulated PE program. We adopted the SPARK (Sports, Physical Activity, and Recreation for Kids). Our staff was trained and now provide 100+ minutes of PE each week for every student. The well-balanced program promotes physical activity and healthy lifestyles for children and is enjoyed by staff and students alike. Our PTA continues to support the program each year by contributing for new training and equipment.

**Fine Arts:** Our PTA has supported the development of our Art Docent program over the last few years. Each classroom is assigned an art docent each year. Monthly lessons encompass a wide range of artistic components. Students study art prints and history, and then try their own hand at various techniques. Two after school programs target our musically talented students. Our band is open to all students in grades 4-6, while our choir program encourages students in all grades to become "show ready" performers. Our choir has received many invitations throughout our area to perform for members of our community.

## 2. READING CURRICULUM

After careful piloting and evaluation of California approved reading/language arts programs, Elk Grove Unified School District chose Open Court 2000 for students in grade K-6. This research-based, comprehensive language arts program is used with all our students. The pilot process involved all elementary schools and administrators. Our site was a pilot school during this process. Through the piloting process, the staff determined that Open Court best matched the needs of our students.

Open Court curriculum is grounded in systematic, explicit instruction of phonics, word knowledge, comprehension and inquiry skills and strategies. Writing and language art skills are enhanced by studying a variety of literary genres. One of the founding principles of this program is introducing fine literature. The selections utilized exemplify how different forms of literature can all express a similar theme. The staff continues to align the program with the needs of our students. Teachers collaborate about the curriculum and share "best-practices" to enhance the curriculum for all students.

Reading is fun and rewarding at Foulks Ranch School! In addition to our classroom curriculum, our students participate in our Accelerated Reader program. Each student is assigned an "AR" reading level, and can read, test, and earn points on countless books chosen right from their classroom library. Students receive a lanyard for their first 25 points. Successive point levels earn medals and Borders Gift Cards. Once a month, students wear their AR lanyards to school to receive a special treat at lunchtime.

## 3. SCHOOL CHOICE CURRICULUM – MATH

In the 2000-2001 school year, EGUSD adopted the Scott-Foresman Math series. Chosen especially for its alignment to California standards, the math program has spiraled into an extremely effective tool for our students. In its third year of implementation, our students have seen a steady rise in our test scores, due in large part to the staff development work by the teachers with the support of our academic coaches. The components of the program support our mission in that each student is provided many opportunities to be successful in this program. The essential math skills are taught, then reviewed each year, and students at all ability levels are able to access the core curriculum through a variety of approaches from SDAIE and EL strategies, to remedial and accelerated activities. Each teacher uses a “workshop” approach for math practice that allows work time with students individually or in small groups.

The math program offers multi-faceted support to our students. Each year since adoption, teachers report stronger math students. Students are explicitly taught math vocabulary beginning in kindergarten. Each lesson references specially designed standards cards to promote student achievement. Bimonthly grade-level meetings enable teachers and grade-level coaches to discuss the program and brainstorm ideas to support its success. Our accelerated students particularly enjoy the challenge of the program and its extensions, and now the addition of *Accelerated Math*, a computer-generated program, is used in all 4th through 6th grade classrooms for students who are able to work independently and can demonstrate mastery on our standards. We provide an extended day class to those students who are ready for the rigors of Algebra. For the past 4 years, our school has produced the highest number of 6th grade students passing the EGUSD 7th Grade Algebra Placement Test.

In order to solicit parent participation in our math success, many parents attended our parent workshops to learn about the standards-based program our students are now receiving. Students have access to our math program online with tutorials, extra practice activities, and enrichment activities so they can access it at home or in the local library if they need assistance.

#### 4. INSTRUCTIONAL METHODS TO IMPROVE STUDENT LEARNING

In order to meet the instructional needs of all our students, teachers must utilize a variety of strategies in the classroom, beginning with individual assessment. Teachers determine class needs and often restructure flexible groups throughout the day. Some lessons are taught whole class, while in some instances students are broken into flexible groups to address specific needs. From Kindergarten on, students learn to work independently, in cooperative groups, and collaboratively. Literature circles, Junior Great Books, and “Questioning the Author” techniques expand applications and engage students in critical thinking activities.

Students are provided with “real world” connections as often as possible. Teachers and students share resources that make learning relevant to their lives. Each classroom has a “concept” board that displays objects related to stories and themes in our Language Arts series. Science/Technology teachers are often using math and reading activities in their classes to reinforce the message.

Teachers often “team” at grade level, exchanging groups of students. Primary classes have “big buddy” classes and use cross age tutors as necessary. We also offer extended day activities at most grade levels that support students who may need extra help in math and reading. Many teachers offer homework clubs, providing students with a quiet, structured environment where they can get additional assistance as needed. Teachers address the needs of students through the use of SDAIE and CLAD techniques, not only for our EL students, but also for students who need a more systematic approach to a concept and language development.

For accelerated students, teachers receive training and ongoing support from our on-site coordinator. Each classroom grades four to six has a “toolbox” of ideas to extend student learning using higher-level, critical thinking skills. Writing, reading, art, and math centers facilitate learning for all students. The teachers employ a multitude of strategies that focus on student-centered learning, knowing that it is our job to ensure EACH child is successful.

## 5. PROFESSIONAL DEVELOPMENT PROGRAM

The Foulks Ranch Leadership Team determines our Professional Development program at each year. This team consists of one teacher from each grade level, Support Team, Resource, a representative from the Classified Team, the Vice-Principal and Principal. Since our mission statement targets academic successes for EACH student, our broad focus has been eliminating the student achievement gap via differentiated instruction.

Our staff feels strongly about increasing our site capacity for professional development. We have a team of teachers trained as curriculum trainers for Math and for Language Arts. These teachers serve as their grade level “resident” experts and work with Elk Grove Unified School District’s instructional coaches to provide support for all staff. This year, 18 teachers are working on projects that will continue the work of our site trainers as they work with the standards to create resources for teachers to use in Language Arts, Math, Science/Technology, and for English Language and Accelerated learners.

Individually, teachers use grade level and class results to design their personal professional development path, aligning personal growth with the needs of their own class. California Standards for the Teaching Profession is the starting point for teachers to design their activities each year. Staff meetings are spent reviewing the CSTPs and yearly goals are determined by each staff member for each standard. For the last two years, professional development has centered on CSTP Standards 4 (Planning Instruction and Designing Learning Experiences for All Students) and 5 (Assessing Student Learning). Not only do the instructors utilize standards; students also get a good dose of what’s expected statewide. Our school test results are clear evidence of the strategy’s effectiveness.

## PART VII - ASSESSMENT RESULTS

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### CALIFORNIA STANDARDS TEST

The tables on pages 14 - 23 report the results from the California Standards Test, our state criterion referenced test. The English/Language Arts portion has been given for three years, while the math portion of the test for only two years.

Determination for basic, proficient, and advanced scores occur as follows:

1. Students are given a raw score, based on how many items the student answered correctly.
2. The raw score is converted to a Scaled Score
3. Scaled scores are then used to determine performance standards of Far Below Basic, Below Basic, Basic, Proficient, and Advanced

The following are the scaled score ranges for Performance Standards, as determined by the California Department of Education:

#### English/Language Arts

Grade	Basic	Proficient	Advanced
2	300-349	350-401	402 and greater
3	300-349	350-401	402 and greater
4	300-349	350-392	393 and greater
5	300-349	350-394	395 and greater
6	300-349	350-393	394 and greater

#### Math

Grade	Basic	Proficient	Advanced
2	300-349	350-413	414 and greater
3	300-349	350-413	414 and greater
4	300-349	350-400	401 and greater
5	300-349	350-429	430 and greater
6	300-349	350-414	415 and greater

Foulks Ranch Elementary School California Standards Test --English Language Arts Grade 2			
Testing Month	2002-2003 April/May	2001-2002 April/May	2000-2001 April/May
<b>SCHOOL SCORES</b>			
% At or Above Basic	93	89	90
% At or Above Proficient	69	70	65
% At Advanced	29	26	32
Number of students tested:	159	142	150
Percent of total students tested:	100%	89%	96%
Number of students excluded:	0	0	0
Percent of students excluded:	0	0	0
<b>SUBGROUP SCORES</b>			
African American			
% At or Above Basic	82		81
% At or Above Proficient	44		56
% At Advanced	6		25
Number of students tested:	16	5*	16
American Indian			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students tested:	1*	3*	5*
Asian			
% At or Above Basic	94	100	100
% At or Above Proficient	75	91	83
% At Advanced	50	27	39
Number of students tested:	16	11	18
Filipino			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students tested:	6*	4*	5*
Hispanic			
% At or Above Basic	100	76	78
% At or Above Proficient	38	41	35
% At Advanced	15	0	9
Number of students tested:	13	17	23
Pacific Islander			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students tested:	2*		
White			
% At or Above Basic	93	90	94
% At or Above Proficient	78	72	73
% At Advanced	32	31	40
Number of students tested:	103	102	81
Socio-Economically Disadvantaged			
% At or Above Basic	88		80
% At or Above Proficient	53		45
% At Advanced	12		15
Number of students tested:	17	7*	20
<b>STATE SCORES</b>			
% At or Above Basic	68	63	61
% At or Above Proficient	36	32	32
% At Advanced	12	9	10

\*Aggregate data not available for groups less than 11

Foulks Ranch Elementary School California Standards Test – English Language Arts Grade 3			
Testing Month	2002-2003 April/May	2001-2002 April/May	2000-2001 April/May
<b>SCHOOL SCORES</b>			
% At or Above Basic	91	86	88
% At or Above Proficient	73	62	67
% At Advanced	27	28	31
Number of students tested:	160	155	148
Percent of total students tested:	100%	98%	94%
Number of students excluded:	0	0	0
Percent of students excluded:	0	0	0
<b>SUBGROUP SCORES</b>			
African American			
% At or Above Basic		70	79
% At or Above Proficient		45	43
% At Advanced		15	0
Number of students tested:	7*	20	14
American Indian			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students tested:	3*	5*	
Asian			
% At or Above Basic	100	90	90
% At or Above Proficient	100	70	81
% At Advanced	50	35	36
Number of students tested:	14	20	22
Filipino			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students tested:	7*	6*	5*
Hispanic			
% At or Above Basic	89	71	78
% At or Above Proficient	50	29	42
% At Advanced	11	4	21
Number of students tested:	18	24	14
Pacific Islander			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students tested:		1*	
White			
% At or Above Basic	91	93	93
% At or Above Proficient	76	71	73
% At Advanced	28	36	37
Number of students tested:	108	81	91
Socio-Economically Disadvantaged			
% At or Above Basic	81	90	76
% At or Above Proficient	54	52	61
% At Advanced	9	14	15
Number of students tested:	11	21	13
<b>STATE SCORES</b>			
% At or Above Basic	63	62	59
% At or Above Proficient	33	34	30
% At Advanced	10	11	9

\*Aggregate data not available for groups less than 11

Foulks Ranch Elementary School California Standards Test – English Language Arts Grade 4			
Testing Month	2002-2003 April/May	2001-2002 April/May	2000-2001 April/May
<b>SCHOOL SCORES</b>			
% At or Above Basic	94	97	93
% At or Above Proficient	69	75	64
% At Advanced	33	39	29
Number of students tested:	168	158	164
Percent of total students tested:	99%	92%	98%
Number of students excluded:	0	0	0
Percent of students excluded:	0	0	0
<b>SUBGROUP SCORES</b>			
African American			
% At or Above Basic	100	79	85
% At or Above Proficient	53	66	47
% At Advanced	21	13	0
Number of students tested:	19	15	15
American Indian			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students tested:	4*		3*
Asian			
% At or Above Basic	88	95	94
% At or Above Proficient	69	81	58
% At Advanced	42	48	29
Number of students tested:	26	21	14
Filipino			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students tested:	6*	6*	7*
Hispanic			
% At or Above Basic	93	95	91
% At or Above Proficient	36	51	62
% At Advanced	11	13	29
Number of students tested:	28	16	21
Pacific Islander			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students tested:	1*		
White			
% At or Above Basic	96	100	94
% At or Above Proficient	83	79	69
% At Advanced	42	44	33
Number of students tested:	83	101	102
Socio-Economically Disadvantaged			
% At or Above Basic	83		62
% At or Above Proficient	48		27
% At Advanced	13		0
Number of students tested:	31	10*	11
<b>STATE SCORES</b>			
% At or Above Basic	74	71	66
% At or Above Proficient	39	36	33
% At Advanced	15	14	11

\*Aggregate data not available for groups less than 11



Foulks Ranch Elementary School California Standards Test – English Language Arts Grade 5			
	2002-2003	2001-2002	2000-2001
Testing Month	April/May	April/May	April/May
<b>SCHOOL SCORES</b>			
% At or Above Basic	94	96	93
% At or Above Proficient	74	67	59
% At Advanced	31	28	24
Number of students tested:	169	167	164
Percent of total students tested:	100%	98%	97%
Number of students excluded:	0	0	0
Percent of students excluded:	0	0	0
<b>SUBGROUP SCORES</b>			
African American			
% At or Above Basic	90	81	92
% At or Above Proficient	50	37	50
% At Advanced	20	6	8
Number of students tested:	20	16	12
American Indian			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students tested:		4*	1*
Asian			
% At or Above Basic	91	93	94
% At or Above Proficient	77	79	53
% At Advanced	36	50	24
Number of students tested:	22	14	17
Filipino			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students tested:	7*	8*	7*
Hispanic			
% At or Above Basic	89	91	94
% At or Above Proficient	61	61	47
% At Advanced	17	26	12
Number of students tested:	18	23	17
Pacific Islander			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students tested:			2*
White			
% At or Above Basic	98	97	91
% At or Above Proficient	81	71	61
% At Advanced	35	27	28
Number of students tested:	102	102	106
Socio-Economically Disadvantaged			
% At or Above Basic	72	88	87
% At or Above Proficient	43	41	40
% At Advanced	0	12	13
Number of students tested:	14	17	15
<b>STATE SCORES</b>			
% At or Above Basic	72	71	66
% At or Above Proficient	36	31	28
% At Advanced	10	9	7

\*Aggregate data not available for groups less than 11

Foulks Ranch Elementary School California Standards Test – English Language Arts Grade 6			
Testing Month	2002-2003 April/May	2001-2002 April/May	2000-2001 April/May
<b>SCHOOL SCORES</b>			
% At or Above Basic	93	99	92
% At or Above Proficient	72	62	66
% At Advanced	39	27	22
Number of students tested:	170	164	163
Percent of total students tested:	101%	96%	96%
Number of students excluded:	0	0	0
Percent of students excluded:	0	0	0
<b>SUBGROUP SCORES</b>			
African American			
% At or Above Basic	67	100	78
% At or Above Proficient	34	54	45
% At Advanced	17	31	6
Number of students tested:	18	13	18
American Indian			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students tested:	2*	1*	2*
Asian			
% At or Above Basic	93	100	100
% At or Above Proficient	73	73	82
% At Advanced	40	26	18
Number of students tested:	15	19	11
Filipino			
% At or Above Basic			100
% At or Above Proficient			58
% At Advanced			50
Number of students tested:	10*	7*	12
Hispanic			
% At or Above Basic	91	95	82
% At or Above Proficient	64	39	53
% At Advanced	23	17	10
Number of students tested:	22	18	21
Pacific Islander			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students tested:		2*	2*
White			
% At or Above Basic	97	96	95
% At or Above Proficient	80	63	71
% At Advanced	45	30	26
Number of students tested:	103	108	98
Socio-Economically Disadvantaged			
% At or Above Basic	75	100	87
% At or Above Proficient	55	57	20
% At Advanced	15	19	13
Number of students tested:	20	16	15
<b>STATE SCORES</b>			
State Mean Score	71	66	67
State Mean Score	36	30	31
% At Advanced	13	9	8

\*Aggregate data not available for groups less than 11

Foulks Ranch Elementary School California Standards Test – Mathematics Grade 2			
	2002-2003	2001-2002	2000-2001
Testing Month	April/May	April/May	
<b>SCHOOL SCORES</b>			NO DATA AVAILABLE
% At or Above Basic	95	88	
% At or Above Proficient	76	72	
% At Advanced	50	36	
Number of students tested:	159	159	
Percent of total students tested:	100%	99%	
Number of students excluded:	0	0	
Percent of students excluded:	0	0	
<b>SUBGROUP SCORES</b>			
African American			
% At or Above Basic	75		
% At or Above Proficient	37		
% At Advanced	31		
Number of students tested:	16	5*	
American Indian			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students tested:	1*	3*	
Asian			
% At or Above Basic	100	100	
% At or Above Proficient	81	100	
% At Advanced	50	57	
Number of students tested:	16	14	
Filipino			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students tested:	6*	5*	
Hispanic			
% At or Above Basic	100	65	
% At or Above Proficient	69	45	
% At Advanced	31	10	
Number of students tested:	13	20	
Pacific Islander			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students tested:	2*		
White			
% At or Above Basic	97	91	
% At or Above Proficient	84	73	
% At Advanced	57	36	
Number of students tested:	103	112	
Socio-Economically Disadvantaged			
% At or Above Basic	88		
% At or Above Proficient	47		
% At Advanced	29		
Number of students tested:	17	7*	
<b>STATE SCORES</b>			
% At or Above Basic	76	68	
% At or Above Proficient	53	43	
% At Advanced	24	16	

\*Aggregate data not available for groups less than 11

Foulks Ranch Elementary School California Standards Test – Mathematics Grade 3			
	2002-2003	2001-2002	2000-2001
Testing Month	April/May	April/May	
<b>SCHOOL SCORES</b>			NO DATA AVAILABLE
% At or Above Basic	92	86	
% At or Above Proficient	75	62	
% At Advanced	49	30	
Number of students tested:	160	155	
Percent of total students tested:	100%	98%	
Number of students excluded:	0	0	
Percent of students excluded:	0	0	
<b>SUBGROUP SCORES</b>			
African American			
% At or Above Basic		65	
% At or Above Proficient		45	
% At Advanced		15	
Number of students tested:	7*	20	
American Indian			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students tested:	3*	5*	
Asian			
% At or Above Basic	100	95	
% At or Above Proficient	100	85	
% At Advanced	79	40	
Number of students tested:	14	20	
Filipino			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students tested:	7*	6*	
Hispanic			
% At or Above Basic	89	69	
% At or Above Proficient	56	37	
% At Advanced	39	8	
Number of students tested:	18	24	
Pacific Islander			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students tested:		1*	
White			
% At or Above Basic	95	92	
% At or Above Proficient	78	65	
% At Advanced	48	38	
Number of students tested:	108	81	
Socio-Economically Disadvantaged			
% At or Above Basic	72	86	
% At or Above Proficient	45	53	
% At Advanced	27	10	
Number of students tested:	11	21	
<b>STATE SCORES</b>			
% At or Above Basic	71	65	
% At or Above Proficient	46	38	
% At Advanced	19	12	

\*Aggregate data not available for groups less than 11

Foulks Ranch Elementary School California Standards Test – Mathematics Grade 4			
	2002-2003	2001-2002	2000-2001
Testing Month	April/May	April/May	
<b>SCHOOL SCORES</b>			NO DATA AVAILABLE
% At or Above Basic	90	92	
% At or Above Proficient	68	69	
% At Advanced	32	33	
Number of students tested:	167	166	
Percent of total students tested:	99%	97%	
Number of students excluded:	0	0	
Percent of students excluded:	0	0	
<b>SUBGROUP SCORES</b>			
African American			
% At or Above Basic	74	77	
% At or Above Proficient	37	30	
% At Advanced	11	6	
Number of students tested:	19	17	
American Indian			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students tested:	4*		
Asian			
% At or Above Basic	88	95	
% At or Above Proficient	73	76	
% At Advanced	46	57	
Number of students tested:	26	21	
Filipino			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students tested:	5*	7*	
Hispanic			
% At or Above Basic	79	94	
% At or Above Proficient	47	59	
% At Advanced	11	24	
Number of students tested:	28	17	
Pacific Islander			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students tested:	1*		
White			
% At or Above Basic	97	93	
% At or Above Proficient	78	73	
% At Advanced	41	32	
Number of students tested:	83	105	
Socio-Economically Disadvantaged			
% At or Above Basic	74	75	
% At or Above Proficient	48	50	
% At Advanced	13	25	
Number of students tested:	31	12	
<b>STATE SCORES</b>			
% At or Above Basic	72	67	
% At or Above Proficient	45	37	
% At Advanced	18	13	

\*Aggregate data not available for groups less than 11

Foulks Ranch Elementary School California Standards Test – Mathematics Grade 5			
	2002-2003	2001-2002	2000-2001
Testing Month	April/May	April/May	
<b>SCHOOL SCORES</b>			NO DATA AVAILABLE
% At or Above Basic	93	90	
% At or Above Proficient	75	65	
% At Advanced	34	29	
Number of students tested:	169	169	
Percent of total students tested:	100%	99%	
Number of students excluded:	0	0	
Percent of students excluded:	0	0	
<b>SUBGROUP SCORES</b>			
African American			
% At or Above Basic	75	69	
% At or Above Proficient	45	31	
% At Advanced	5	6	
Number of students tested:	20	16	
American Indian			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students tested:		4*	
Asian			
% At or Above Basic	87	100	
% At or Above Proficient	73	86	
% At Advanced	55	36	
Number of students tested:	22	14	
Filipino			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students tested:	7*	8*	
Hispanic			
% At or Above Basic	95	77	
% At or Above Proficient	78	47	
% At Advanced	22	30	
Number of students tested:	18	23	
Pacific Islander			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students tested:			
White			
% At or Above Basic	97	94	
% At or Above Proficient	79	70	
% At Advanced	38	31	
Number of students tested:	102	104	
Socio-Economically Disadvantaged			
% At or Above Basic	71	65	
% At or Above Proficient	50	30	
% At Advanced	14	12	
Number of students tested:	14	17	
<b>STATE SCORES</b>			
% At or Above Basic	61	59	
% At or Above Proficient	35	29	
% At Advanced	10	7	

\*Aggregate data not available for groups less than 11

Foulks Ranch Elementary School California Standards Test – Mathematics Grade 6			
	2002-2003	2001-2002	2000-2001
Testing Month	April/May	April/May	
<b>SCHOOL SCORES</b>			NO DATA AVAILABLE
% At or Above Basic	91	89	
% At or Above Proficient	69	69	
% At Advanced	38	28	
Number of students tested:	170	164	
Percent of total students tested:	101%	96%	
Number of students excluded:	0	0	
Percent of students excluded:	0	0	
<b>SUBGROUP SCORES</b>			
African American			
% At or Above Basic	67	100	
% At or Above Proficient	34	62	
% At Advanced	6	8	
Number of students tested:	18	13	
American Indian			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students tested:	2*	1*	
Asian			
% At or Above Basic	94	95	
% At or Above Proficient	87	84	
% At Advanced	47	37	
Number of students tested:	151	19	
Filipino			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students tested:	10*	7*	
Hispanic			
% At or Above Basic	91	83	
% At or Above Proficient	55	55	
% At Advanced	32	11	
Number of students tested:	22	18	
Pacific Islander			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students tested:		2*	
White			
% At or Above Basic	95	86	
% At or Above Proficient	77	69	
% At Advanced	46	30	
Number of students tested:	103	108	
Socio-Economically Disadvantaged			
% At or Above Basic	80	82	
% At or Above Proficient	45	69	
% At Advanced	20	31	
Number of students tested:	20	16	
<b>STATE SCORES</b>			
% At or Above Basic	64	62	
% At or Above Proficient	34	32	
% At Advanced	10	10	

\*Aggregate data not available for groups less than 11

### **ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

The tables on pages 24-34 report the results from the Nationally norm-referenced test.

**Grade:** 2 – 6

**Test:** 2000-2001 and 2001-2002 = Stanford Achievement Test, Ninth Edition (SAT-9)

**Edition/Publication year:** 1997

**Publisher:** Harcourt Brace

**What groups were excluded from testing? Why, and how were they assessed?**

No specific groups were excluded from the test.

**Scores are reported here as (check one):**

NCE: \_\_\_\_

Scaled Scores: \_\_\_\_

Percentiles: X



<b>Foulks Ranch Elementary School Reading Grade 2</b>				
	Stanford Achievement Test 9 <sup>th</sup> Edition (SAT-9)			
	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April/May	April/May	April/May	April/May
<b>SCHOOL SCORES</b>				
Total Score	78	75	78	70
Number of students tested	140	152	158	153
Percent of total students tested	88%	97%	99%	98%
Number of student excluded	0	0	0	0
Percent of students excluded	0	0	0	0
<b>SUBGROUP SCORES</b>				
African American		68	57	
Number of students tested	5*	16	14	48
American Indian				15
Number of students tested	3*	5*		2*
Asian	84	81	79	65
Number of students tested	14	21	23	11
Filipino				
Number of students tested	5*	5*	6*	8*
Hispanic	59	58	69	75
Number of students tested	20	25	19	16
Pacific Islander				
Number of students tested				1*
White	79	80	83	73
Number of students tested	102	83	96	103
Socio-Economically Disadvantaged		62	61	
Number of students tested	7*	20	13	6*

\*Aggregate data not available for groups less than 11

<b>Foulks Ranch Elementary School Reading Grade 3</b>				
	Stanford Achievement Test 9 <sup>th</sup> Edition (SAT-9)			
	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April/May	April/May	April/May	April/May
<b>SCHOOL SCORES</b>				
Total Score	71	79	73	69
Number of students tested	157	150	149	153
Percent of total students tested	99%	95%	94%	99%
Number of student excluded	0	0	0	0
Percent of students excluded	0	0	0	0
<b>SUBGROUP SCORES</b>				
African American	63	72	52	
Number of students tested	20	14	13	7*
American Indian				
Number of students tested	4*		2*	2*
Asian	72	84	57	62
Number of students tested	20	22	14	15
Filipino				
Number of students tested	6*	5*	9*	8*
Hispanic	48	71	73	61
Number of students tested	23	14	16	18
Pacific Islander				
Number of students tested	1*			1*
White	79	83	77	72
Number of students tested	81	93	104	106
Socio-Economically Disadvantaged	60	68	54	
Number of students tested	23	13	12	10*

\*Aggregate data not available for groups less than 11

<b>Foulks Ranch Elementary School Reading Grade 4</b>				
	Stanford Achievement Test 9 <sup>th</sup> Edition (SAT-9)			
	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April/May	April/May	April/May	April/May
<b>SCHOOL SCORES</b>				
Total Score	80	76	72	68
Number of students tested	160	164	159	165
Percent of total students tested	94%	98%	98%	98%
Number of student excluded	0	0	0	0
Percent of students excluded	0	0	0	0
<b>SUBGROUP SCORES</b>				
African American	75	57	62	37
Number of students tested	17	15	11	20
American Indian				
Number of students tested		3*	1*	2*
Asian	85	75	69	
Number of students tested	21	14	15	10*
Filipino				
Number of students tested	7*	7*	8*	10*
Hispanic	69	76	63	60
Number of students tested	16	21	20	19
Pacific Islander				
Number of students tested			1*	1*
White	84	80	74	72
Number of students tested	104	103	107	106
Socio-Economically Disadvantaged		48		59
Number of students tested	10*	11	8*	14

\*Aggregate data not available for groups less than 11

<b>Foulks Ranch Elementary School Reading Grade 5</b>				
	Stanford Achievement Test 9 <sup>th</sup> Edition (SAT-9)			
	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April/May	April/May	April/May	April/May
<b>SCHOOL SCORES</b>				
Total Score	74	73	75	64
Number of students tested	168	164	164	192
Percent of total students tested	99%	97%	96%	98%
Number of student excluded	0	0	0	0
Percent of students excluded	0	0	0	0
<b>SUBGROUP SCORES</b>				
African American	51	69	54	40
Number of students tested	16	12	18	13
American Indian				
Number of students tested	4*	1*	2*	1*
Asian	76	73	74	65
Number of students tested	14	17	11	19
Filipino				54
Number of students tested	8*	7*	10*	13
Hispanic	71	63	65	53
Number of students tested	23	17	20	23
Pacific Islander				
Number of students tested		2*	2*	1*
White	78	76	80	70
Number of students tested	104	108	106	122
Socio-Economically Disadvantaged	49	58	50	57
Number of students tested	17	15	14	20

\*Aggregate data not available for groups less than 11

<b>Foulks Ranch Elementary School Reading Grade 6</b>				
	Stanford Achievement Test 9 <sup>th</sup> Edition (SAT-9)			
	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April/May	April/May	April/May	April/May
<b>SCHOOL SCORES</b>				
Total Score	75	74	71	68
Number of students tested	167	168	180	154
Percent of total students tested	98%	99%	95%	96%
Number of student excluded	0	0	0	0
Percent of students excluded	0	0	0	0
<b>SUBGROUP SCORES</b>				
African American	74	50	49	64
Number of students tested	13	18	16	16
American Indian				
Number of students tested	1*	2*	1*	
Asian	81	85	86	
Number of students tested	19	11	14	10*
Filipino		83	59	
Number of students tested	7*	12	12	5*
Hispanic	69	63	66	55
Number of students tested	17	20	20	18
Pacific Islander				
Number of students tested	2*	2*	1*	
White	78	77	75	69
Number of students tested	105	103	121	106
Socio-Economically Disadvantaged	71	52	51	
Number of students tested	16	16	16	9*

\*Aggregate data not available for groups less than 11

<b>Foulks Ranch Elementary School Mathematics Grade 2</b>				
	Stanford Achievement Test 9 <sup>th</sup> Edition (SAT-9)			
	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April/May	April/May	April/May	April/May
<b>SCHOOL SCORES</b>				
Total Score	83	72	70	66
Number of students tested	157	155	158	156
Percent of total students tested	98%	99%	99%	98%
Number of student excluded	0	0	0	0
Percent of students excluded	0	0	0	0
<b>SUBGROUP SCORES</b>				
African American		67	34	36
Number of students tested	5*	16	14	15
American Indian				
Number of students tested	3*	5*		2*
Asian	93	79	75	74
Number of students tested	14	21	23	11
Filipino				
Number of students tested	5*	5*	6*	8*
Hispanic	59	54	68	59
Number of students tested	20	25	19	16
Pacific Islander				
Number of students tested				1*
White	84	77	76	70
Number of students tested	112	83	96	103
Socio-Economically Disadvantaged		63	44	
Number of students tested	7*	20	13	6*

\*Aggregate data not available for groups less than 11

<b>Foulks Ranch Elementary School Mathematics Grade 3</b>				
	Stanford Achievement Test 9 <sup>th</sup> Edition (SAT-9)			
	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April/May	April/May	April/May	April/May
<b>SCHOOL SCORES</b>				
Total Score	79	81	78	74
Number of students tested	157	149	149	157
Percent of total students tested	99%	94%	94%	99%
Number of student excluded	0	0	0	0
Percent of students excluded	0	0	0	0
<b>SUBGROUP SCORES</b>				
African American	63	57	51	
Number of students tested	20	14	13	7*
American Indian				
Number of students tested	4*		2*	2*
Asian	91	89	78	79
Number of students tested	20	22	14	15
Filipino				
Number of students tested	6*	5*	9*	8*
Hispanic	62	75	66	62
Number of students tested	23	14	16	18
Pacific Islander				
Number of students tested	1*			1*
White	83	85	81	76
Number of students tested	81	93	104	106
Socio-Economically Disadvantaged	62	62	64	
Number of students tested	23	13	12	7*

\*Aggregate data not available for groups less than 11

<b>Foulks Ranch Elementary School Mathematics Grade 4</b>				
	Stanford Achievement Test 9 <sup>th</sup> Edition (SAT-9)			
	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April/May	April/May	April/May	April/May
<b>SCHOOL SCORES</b>				
Total Score	78	79	70	62
Number of students tested	167	164	160	168
Percent of total students tested	92%	98%	98%	100%
Number of student excluded	0	0	0	0
Percent of students excluded	0	0	0	0
<b>SUBGROUP SCORES</b>				
African American	63	47	60	30
Number of students tested	17	15	11	20
American Indian				
Number of students tested		3*	1	2*
Asian	87	85	79	
Number of students tested	21	14	15	10*
Filipino				
Number of students tested	7*	7*	8*	10*
Hispanic	73	78	61	59
Number of students tested	16	21	20	19
Pacific Islander				
Number of students tested			1*	1*
White	82	83	69	66
Number of students tested	104	103	107	106
Socio-Economically Disadvantaged	61	57		29
Number of students tested	12	11	8*	15

\*Aggregate data not available for groups less than 11



<b>Foulks Ranch Elementary School Mathematics Grade 5</b>				
	Stanford Achievement Test 9 <sup>th</sup> Edition (SAT-9)			
	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April/May	April/May	April/May	April/May
<b>SCHOOL SCORES</b>				
Total Score	85	80	74	59
Number of students tested	169	167	164	192
Percent of total students tested	99%	99%	96%	98%
Number of student excluded	0	0	0	0
Percent of students excluded	0	0	0	0
<b>SUBGROUP SCORES</b>				
African American	53	71	46	34
Number of students tested	16	12	18	13
American Indian				
Number of students tested	4*	1*	2*	1*
Asian	93	89	83	71
Number of students tested	14	17	11	19
Filipino				56
Number of students tested	8*	7*	10*	13
Hispanic	78	72	66	50
Number of students tested	23	17	20	23
Pacific Islander				
Number of students tested		2*	2*	1*
White	89	81	80	63
Number of students tested	104	108	106	122
Socio-Economically Disadvantaged	66	67	48	46
Number of students tested	17	16	14	19

\*Aggregate data not available for groups less than 11

<b>Foulks Ranch Elementary School Mathematics Grade 6</b>				
	Stanford Achievement Test 9 <sup>th</sup> Edition (SAT-9)			
	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April/May	April/May	April/May	April/May
<b>SCHOOL SCORES</b>				
Total Score	84	78	70	71
Number of students tested	167	168	183	152
Percent of total students tested	98%	99%	96%	94%
Number of student excluded	0	0	0	0
Percent of students excluded	0	0	0	0
<b>SUBGROUP SCORES</b>				
African American	80	54	51	64
Number of students tested	13	18	16	16
American Indian				
Number of students tested	1*	2*	1*	
Asian	91	93	86	
Number of students tested	19	11	14	10*
Filipino		85	57	
Number of students tested	7*	12	12	5*
Hispanic	76	65	62	53
Number of students tested	17	20	20	18
Pacific Islander				
Number of students tested	2*	2*	1*	
White	86	81	73	73
Number of students tested	105	103	121	106
Socio-Economically Disadvantaged	81	51	57	
Number of students tested	17	16	16	9*

\*Aggregate data not available for groups less than 11